

GRADE 3 SOCIAL STUDIES CURRICULUM SPECIFICATIONS
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GRADE 3 SOCIAL STUDIES CURRICULUM SPECIFICATIONS

The Grade 3 Social Studies Curriculum Specifications were prepared in July 1981, by an *ad hoc* committee of classroom teachers, school administrators, and by Alberta Education personnel under the direction of the Curriculum Branch. Alberta Education acknowledges with appreciation the contributions of the members of the Grade 3 Social Studies Committee:

F. Schreiber, Alberta Education, CHAIRMAN
F. Crowther, Alberta Education
M. Lavallee, Alberta Education
R. Carter, Medicine Hat School Division
J. Brackenbury, Alberta Education
J. Hill, County of Strathcona
M. Nemirsky, Edmonton Public School Board

Subsequent to the submission of responses by teachers, the Specifications were revised in February, 1982, by the Committee.

The basic principle involved in the development of the course specifications was that they be based on the 1981 *Alberta Social Studies Curriculum*. In addition, a set of guidelines for the project was provided by the Curriculum Branch.

The content specifications that follow address all areas of prescribed objectives. For skill objectives, the specifications reflect only those skills that are emphasized for each topic (e.g., that are printed in standard type in the Curriculum). Where instruments to test objectives cannot be developed, this will be shown in the test blueprint. In such instances, weightings will be reassigned to remaining test specifications on a pro-rated basis.

WEIGHTING FACTORS (See Table 1)

The following criteria were established by the content specifications committee in the weighting of objectives:

1. VALUE OBJECTIVES - The total weighting allocated to the value objectives is 20%. The overall distribution of the sub-categories for value objectives across the three prescribed curriculum topics is:
 - 5% Understanding of values
 - 5% Competencies
 - 10% Attitudes

2. KNOWLEDGE OBJECTIVES - The total weighting allocated to the knowledge objectives is 40%. Equal emphasis or weighting will be given to each of the three topics. Each *concept* area outlined in the specifications that follow, will be acknowledged in the test.

- The knowledge objectives are structured basically around the prescribed concepts for the Grade 3 topics. Slight expansion of these concepts has been made to ensure that both the topic descriptions and the questions to guide inquiry are covered.

3. SKILL OBJECTIVES

- The total weighting allocated to the skill objectives is 40%. The overall distribution of the sub-categories of skill objectives across the three topics is:

Inquiry Skills

- 2% Focus on the issue
- 5% Establish research questions and procedures
- 10% Gather and organize data
- 5% Analyze and evaluate data
- 5% Synthesize data
- 3% Resolve the issue
- 3% Apply the decision
- 3% Evaluate the decision

Participation Skills

- 1% Communicate effectively
 - 1% Interpret ideas and feelings of self and others
 - 1% Participate in group work and decision-making
 - 1% Contribute to a "sense of community"
- Specific forms of the test will not necessarily include items for each sub-category of skill objectives applied to each of the three topics.

Table 1 presents the percentage weighting allocation for the three major classifications of the Grade 3 Social Studies objectives. Table 2 outlines the detailed specifications for the content of each topic of the course.

Table 1

Grade 3 Social Studies Weighting of Course Objectives

OBJECTIVES	PERCENTAGE WEIGHTING
<p>VALUES</p> <p> Understandings</p> <p> Competencies</p> <p> Attitudes</p>	<p>5</p> <p>5</p> <p>10</p> <hr/> <p>20</p>
<p>KNOWLEDGE</p> <p> Topic A</p> <p> Topic B</p> <p> Topic C</p>	<p>equal</p> <p>emphasis</p> <hr/> <p>40</p>
<p>SKILLS</p> <p> Inquiry</p> <p> 1. Focus on the issue</p> <p> 2. Establish research questions and procedures</p> <p> 3. Gather and organize data</p> <p> 4. Analyze and evaluate data</p> <p> 5. Synthesize data</p> <p> 6. Resolve the issue</p> <p> 7. Apply the decision</p> <p> 8. Evaluate the decision</p> <p> Participation</p> <p> 1. Communicate effectively</p> <p> 2. Interpret ideas and feelings of self and others</p> <p> 3. Participate in group work and decision making</p> <p> 4. Contribute to a "sense of community"</p>	<p>2</p> <p>5</p> <p>10</p> <p>5</p> <p>5</p> <p>3</p> <p>3</p> <p>3</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <hr/> <p>40</p>
<p>TOTAL</p>	<p>100</p>

Table 2

Grade 3 Social Studies Curriculum Specifications*

TOPIC A: Interdependence of Communities in Canada Today

VALUE OBJECTIVES	PERCENTAGE WEIGHTING
I. <u>Develop Understanding of Values</u> by identifying specific examples which indicate an understanding of self-reliance and interdependence in selected situations.	
II. <u>Develop Competencies</u> in value analysis, by identifying reasons to support the respective values of self-reliance and interdependence in a selected Canadian community.	
III. <u>Develop Attitudes</u> of empathy toward others, by demonstrating an understanding of the reasons why some people prefer self-reliance and others prefer interdependence.	
TOTAL	7

*NOTE: In the construction of tests, language appropriate to Grade 3 students will be used. These specifications use the vocabulary of the social studies curriculum guide.

TOPIC A: Interdependence of Communities in Canada Today

KNOWLEDGE OBJECTIVES		
It is important that students understand the meanings of each concept sufficiently that they can identify and give examples of it in relation to the communities studied.		
CONCEPT AREA	CONCEPTS AND CONTENT	PERCENTAGE WEIGHTING
I. URBAN/RURAL COMMUNITIES	A. Urban Communities <ol style="list-style-type: none"> 1. characteristics 2. influence of geographic setting on lifestyles <ul style="list-style-type: none"> - location - land - resources - climate B. Rural communities <ol style="list-style-type: none"> 1. characteristics 2. influence of geographic setting on lifestyles <ul style="list-style-type: none"> - location - land - resources - climate C. Urban/rural <ol style="list-style-type: none"> 1. similarities 2. differences D. Own community <ol style="list-style-type: none"> 1. characteristics (main features) 2. influence of geographic setting on lifestyles <ul style="list-style-type: none"> - location - land - resources - climate 	2
II. URBANIZATION	A. characteristics of B. influence on interdependence of communities	2

III. GOODS AND SERVICES	A. Differences between goods and services 1. examples of goods 2. examples of services	2
IV. SELF-RELIANCE	A. goods produced in: - urban communities - rural communities - own community B. services provided by: - urban communities - rural communities - own community	2
V. SPECIALIZATION	A. in jobs and industry	2
VI. INTERDEPENDENCE	A. goods brought into: - urban communities - rural communities - own community B. services brought into: - urban communities - rural communities - own community	3
TOTAL		13

TOPIC A: Interdependence of Communities in Canada Today

SKILL OBJECTIVES	PERCENTAGE WEIGHTING
<p>I. <u>Inquiry Skills</u></p> <p>A. Establish research questions and procedures by</p> <ol style="list-style-type: none"> 1. suggesting ways (procedures) to find out about interdependence in one's community. 2. hypothesizing about the effects that more contact and interaction could have on selected communities. <p>B. Gather and organize data by</p> <ol style="list-style-type: none"> 1. recording the findings of a survey on a simple bar or pictograph. 2. sketching routes on a prepared map to show how goods travel between communities. 3. locating selected communities on a simplified map of Canada (note: item needs to be classroom specific). 4. describing (on a map) one's own community in relation to other communities, using cardinal directions (N, S, E, W). 5. determining relative distances between communities, using non-standard measures and a simplified map. <p>C. Analyze and evaluate data by comparing points of view on the desirability of increased interdependence for specific communities.</p> <p>D. Synthesize data by making generalizations about factors that lead to increased interdependence between communities.</p> <p>E. Evaluate the decision by assessing its utility according to the Role Exchange Test</p>	
<p>II. <u>Participation Skills</u></p> <p>A. Communicate effectively by completing an illustrated map of Canada which informs about the origins of goods used by one's own family.</p> <p>B. Interpret vocal and facial expressions of others as indicators of their feelings about alternative outcomes for the issue.</p>	
<p>TOTAL</p>	<p>13</p>

TOPIC B: Lifestyles of Canadians in Other Times

VALUE OBJECTIVES	PERCENTAGE WEIGHTING
<p>I. <u>Develop Understanding of Values</u></p> <p>A. Describe examples of personal behavior which reflect the values of self-reliance and/or cooperation.</p> <p>B. Describe historical situations in which self-reliant behavior was evident and situations in which cooperative behavior was demonstrated.</p>	
<p>II. <u>Develop Competencies</u></p> <p>A. In decision making, by choosing between the conflicting values of self-reliance and cooperation in situations where both have advantages and disadvantages.</p> <p>B. In decision making, by identifying appropriate actions in school, home and neighborhood consistent with one's chosen value.</p>	
<p>III. <u>Develop Attitudes</u></p> <p>A. Of objectivity, by demonstrating a willingness to consider the advantages and disadvantages of both self-reliant and cooperative behavior in a particular situation.</p>	
TOTAL	7

TOPIC B: Lifestyles of Canadians in Other Times

KNOWLEDGE OBJECTIVES

It is important that students understand the meanings of each concept sufficiently that they can identify and give examples of it in relation to the community studied.

CONCEPT AREA	CONCEPTS AND CONTENT	PERCENTAGE WEIGHTING
I. LIFESTYLES	A. Hardships of pioneer life.	2
II. SETTLEMENT	A. Reasons for emigrating and immigrating. B. How settlers came to their own communities. C. Ways pioneers satisfied basic needs. - food - clothing - shelter - transportation - communication	4
III. GOALS/ ASPIRATIONS	A. Why settlers came to their own community.	2
IV. COMMUNITY	A. Reasons for selection of the community's site. B. Ways settlers worked together to build a new community. C. Ways settlers worked alone to build a new community. D. Balance sought, between working together and working independently, to build a new community. E. Changes to meet demands of a new environment.	5
TOTAL		13

TOPIC B: Lifestyles of Canadians in Other Times

SKILL OBJECTIVES	PERCENTAGE WEIGHTING
<p>I. <u>Inquiry Skills</u></p> <p>A. Focus on the issue by paraphrasing the problem and stating two alternatives.</p> <p>B. Gather and organize data by</p> <ol style="list-style-type: none"> 1. reading and interpreting simple historical accounts which describe past lifestyles. 2. recording interview data in categories on a retrieval chart. 3. recording events in the community's history on a simple time line. <p>C. Analyze data by comparing lifestyles of people in settlement times to lifestyles in the community today, using the concepts of self-reliance and cooperation as criteria.</p> <p>D. Synthesize data by</p> <ol style="list-style-type: none"> 1. summarizing information about community changes. 2. relating causes and effects of community changes over time. <p>E. Resolve the issue by</p> <ol style="list-style-type: none"> 1. formulating alternative solutions for working cooperatively or alone in school, home, and neighborhood. 2. analyzing the values inherent in each alternative. <p>F. Apply the decision by choosing to work alone or together on a given project.</p>	
<p>II. <u>Participation Skills</u></p> <p>A. Communicate effectively by</p> <ol style="list-style-type: none"> 1. composing a paragraph to report on some aspects of life in settlement times. 2. drawing, or selecting, pictures of ways in which lifestyles have changed. <p>B. Interpret ideas and feelings by</p> <ol style="list-style-type: none"> 1. listening to the ideas of others about preferred ways of working alone or together. 2. demonstrating understanding of problems faced by others in adjusting to community change. <p>C. Contribute to a "sense of community" by assisting in group projects for activities like making quilt plans and conducting surveys.</p>	
TOTAL	13

TOPIC C: Lifestyles in Culturally Distinctive Communities

VALUE OBJECTIVES	PERCENTAGE WEIGHTING
<p>I. <u>Develop Understanding of Values</u></p> <p>Describe behaviors which indicate that some people prefer to live in culturally distinctive communities in order to maintain their lifestyles, while other people may prefer to live in modern, heterogeneous communities.</p>	
<p>II. <u>Develop Competencies</u></p> <p>In moral reasoning, by testing one's value position in new but similar situations. (New Cases Test).</p>	
<p>III. <u>Develop Attitudes</u></p> <p>Of empathy for people in culturally distinctive communities who are faced with pressures to change their lifestyles.</p>	
TOTAL	7

TOPIC C: Lifestyles in Culturally Distinctive Communities

KNOWLEDGE OBJECTIVES		
It is important that students understand the meanings of each concept sufficiently that they can identify and give examples of it in relation to one or more communities studied.		
CONCEPT AREA	CONCEPTS AND CONTENT	PERCENTAGE WEIGHTING
I. CULTURALLY DISTINCTIVE COMMUNITY	A. Features of a culturally distinctive community that differ from the mainstream of society. <ol style="list-style-type: none"> 1. location of communities 2. customs and traditions <ul style="list-style-type: none"> - religious practices - holidays - language - education - dress 	7
II. INTERACTION AND CHANGE	A. Ways people respond to change. <ol style="list-style-type: none"> 1. acceptance 2. change in some areas/retain traditions in others 3. preservation of lifestyles B. Ways pressures to change are brought to bear on culturally distinctive communities. <u>Examples:</u> <ol style="list-style-type: none"> 1. media <ul style="list-style-type: none"> - radio - television - press 2. exchange of goods and services 3. personal contact 4. mobility 5. telephone 6. schools 	6
TOTAL		13

TOPIC C: Lifestyles in Culturally Distinctive Communities

SKILL OBJECTIVES	PERCENTAGE WEIGHTING
<p>I. <u>Inquiry Skills</u></p> <p>A. Gather and organize data by</p> <ol style="list-style-type: none"> 1. reading and interpreting simple maps to locate the communities that are being studied in relation to one's own community. 2. describing the location, using cardinal directions (N, S, E, W), and the estimated distance from one's own community. 3. analyzing case study descriptions of culturally distinctive communities. <p>B. Analyze and evaluate data by explaining differences in perspectives (the way people see things) between people who remain in a distinctive cultural community and those who choose to leave it.</p> <p>C. Synthesize data by</p> <ol style="list-style-type: none"> 1. summarizing information into main points. 2. formulating generalizations about why people may resist changes. <p>D. Resolve the issue by</p> <ol style="list-style-type: none"> 1. predicting the consequences, for the communities under study, of resisting or adopting particular changes. 2. selecting the solution that seems to be most desirable. <p>E. Evaluate the decision in terms of whether its outcome would improve relations between people in the communities and people outside the communities.</p>	
<p>II. <u>Participation Skills</u></p> <p>A. Participate in group decision-making by taking turns speaking in class discussions.</p> <p>B. Contribute to a "sense of community" by sharing resources with classmates and by returning borrowed resources promptly.</p>	
TOTAL	13

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